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ABSTRACT

Belle Fourche High School in South Dakota has developed a curriculum for an entrepreneurial approach to education. This paper contains the history of the school's adoption of this program, as well as course descriptions and standards. In 1988, Belle Fourche High School, Black Hills Special Services Cooperative, and the McREL (Mid-Continent Regional Educational Laboratory) Foundation joined forces to redesign and modify the curriculum of the school to help revitalize its community, establishing an experimental, interdisciplinary, educational program that emphasizes entrepreneurial skills and their relationship to personal growth and to community development. This experimental program has: (1) developed a class which specifically addresses the need for entrepreneurial skills and provides real life experience in business planning, development, and management; (2) applied an entrepreneurial approach to classes across the curriculum; and (3) worked in partnership with community leaders to enhance community development. Course descriptions, objectives, and standards are outlined for the following courses: (1) Research and Development; (2) Advanced Creative Writing; (3) Historiography I and II; (4) Journalism; (5) Community Analysis; (6) Critical Thinking; (7) Business Planning, Development, and Management; and (8) Community Development. Student selection criteria and program accomplishments are included. Extensive references are given for use in the various courses. Forms for interviews and evaluations are included. (ALL)

ED309007

CREATING A CURRICULAR ENVIRONMENT TO DEVELOP ENTREPRENEURIAL SKILLS IN TODAY'S RURAL SCHOOLS: ONE DISTRICT'S APPROACH

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DEDICATION

The authors thank Principal Paul Dingeman for his foresight and guidance. The entrepreneurial approach to education has certainly been his vision. Without his encouragement and support, it could never have become reality. Even though it has been his brainchild, he grants us the freedom to be innovative and the power to make instant modifications. He also provides us with a constant flow of helpful information. Under his guidance we have become an educational team, not only in our own district, but also in the educational community at large.

PREFACE

This paper was originally part of a panel discussion presented at the National Rural Education Association meeting held in Bismark, North Dakota, in September, 1988. In response to the many requests received for information, it is presented now in this updated form.

Phase One contains the history of Belle Fourche High School's adoption of an entrepreneurial approach to education. Course descriptions and minimum standards are offered for the programs in place.

Phase two is a continuation of this approach. Due to the experimental nature of our curricula, the minimum standards and the course outlines given are subject to change without prior notification. We are constantly fine-tuning and upgrading these courses to accomodate new information and technology, to accomodate unforeseen circumstances, and to replace approaches which are not achieving the desired effects.

We invite your comments and questions. If you are going to be in our area, please contact us and pay us a visit.

CREATING A CURRICULAR ENVIRONMENT TO DEVELOP ENTREPRENEURIAL SKILLS IN TODAY'S RURAL SCHOOLS: ONE DISTRICT'S APPROACH

One of the Herculian tasks of education has always been dealing with prevailing community attitudes while responding to specific student and community needs. Indeed, this is undoubtedly the greatest challenge facing educators in their efforts to create a dynamic educational curriculum which will meet the changing needs of students and rural communities. Nowhere is this more evident than in the area of Belle Fourche, South Dakota.

The economy of the 1980's has greatly changed the face of this rural community. The numbers of defaulted loans and bankruptcies have risen; an area livestock sales yard closed after its owners embezzled thousands of dollars of consumer funds; a local bank closed due to insolvency; and the Belle Fourche trade area has been hard hit by drought.

The population remains at a fairly consistent 4500 in this typical rural town. Much of life in this community centers around the school and its activities. The residents point with pride to their school system which has been honored on state and national levels for its quality of education and high test scores. Yet, each spring, approximately 80 graduates announce a similiar resolve--to get away from Belle Fourche and from South Dakota. The majority of these students define "success" as "getting a job in an out-of-state corporation." They view "failure" as "living and working in the Belle Fourche vicinity." This attitude is a reflection of the community's attitude. Twenty year class reunions are well attended by those who have found their careers elsewhere and are avoided by those who have remained "at home," the implication being that the farther away from Belle Fourche that one lives, the more successful that person is. Indeed, until the school and the Chamber of Commerce joined hands, even the "main street businesses" operated under the assumption that Belle Fourche was dying.

In 1988, Belle Fourche High School, Black Hills Special Services Cooperative, and the McREL Foundation joined forces to redesign and/or modify the curriculum to address these issues. It is our belief that our community, or any community, rural or urban, will survive, and indeed thrive, if residents are taught to recognize the potential of their community to provide a quality standard of life. We believe this attitude can

best be instilled by developing entrepreneurial opportunities within the secondary school curriculum. In support of that underlying philosophy, we have established an experimental, interdisciplinary, educational program which emphasizes entrepreneurial skills and their relationship to personal growth and to community development. This experimental program has:

1) developed a class which specifically addresses the need for entrepreneurial skills and provides real-life experience in business planning, development and management;

2) applied an entrepreneurial approach to classes across the curriculum;

3) worked in partnership with community leaders to enhance community development.

This program focuses on the following educational objectives:

1) to develop critical thinking skills particularly in the areas of analysis, synthesis, and evaluation;
2) to foster a sense of community between the students, between the school and community at large, and between Belle Fourche and neighboring communities;
3) to develop an appreciation of the free enterprise system;
4) to provide actual, hands-on experience in business planning, development, and management;
5) to develop leadership skills;
6) to foster and develop self-sufficiency;
7) to develop risk-analysis skills;
8) to develop an appropriate method of measuring "success" and "failure";
9) to develop skills in oral and written communications;
10) to develop an appreciation of community demographics through primary and secondary research;
11) to develop the ability to work as a member of a community;
12) to develop sufficient tenacity and backbone to live out the old proverb, "if at first you don't succeed, try, try again."

PHASE I

Phase I of this program was initiated in the 1987-1988 school year. The curriculum in three courses was modified to incorporate the entrepreneurial approach, and a core skills class called "Research and Development" was added to the course offerings.

RESEARCH AND DEVELOPMENT

Research and Development is an intensive program in which students may ultimately participate for up to three and one third years. The primary objective of this multi-tracked program is to prepare young people to make their places in the free enterprise system as job creators. Each track of this program works to strengthen skills in the congitive domain, to develop a sense of community, and to provide students with real experience as business creators and owners.

RESEARCH AND DEVELOPMENT: TRACK ONE

COURSE DESCRIPTION:
This course is the first of ten tracks. In Track One students will conduct primary research of the school and community, will be able to identify modality preference of those they encounter, and will become co-owners of an actual business.

CREDIT:
This course may be taken for 1/3 English credit, or 1/3 social science credit.

COURSE OBJECTIVES AND MINIMUM STANDARDS:

I. Major goals
   - A. To develop the students' awareness and appreciation of the various communities of which they are members
   - B. To develop the ability to work in group situations
   - C. To develop oral and written communication skills
   - D. To develop self-sufficiency
   - E. To develop perseverance in the search for perfection

II. Knowledge or information to be learned
   - A. Identification and application of modality styles
   - B. Knowledge of community demographics
   - C. Knowledge of factors affecting business successes and failures

III. Attitudes to be developed
   - A. An appreciation of the rural community
   - B. An attitude of positive self-concept
   - C. An attitude that failure is not final or fatal
   - D. An appreciation for other group members
   - E. An acceptance of responsibility

IV. Skills to be taught
   - A. Identification of modality styles
   - B. Researching methods

C. Preparing, tabulating and analyzing community surveys
D. Risk analysis skills
F. Critical thinking skills of analysis, synthesis, and evaluation
H. Communication skills

V. Evaluation
A. Self-evaluation, one quarter of grade
B. Peer evaluation, one quarter of grade
C. Instructor evaluation, one half of grade

STUDENT SELECTION:

A committee of four classroom teachers--the two who were team-teaching the course, the art teacher, and the foreign language teacher--surveyed the school enrollment record looking for students who:

a) demonstrated upper-level thinking skills as identified in Bloom's Taxonomy,

b) were creative,

c) demonstrated strengths in at least two of the seven forms of intelligence identified by Harvard's Howard Gardner: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligences.

Grade point average was not a consideration as it tends to reward students who are gifted primarily in the linguistic and logical- mathematical intelligences. Those students were not excluded, neither were those students who were identified as "learning disabled."

All members of the school faculty were also invited to submit names. Approximately fifty names were chosen from the high school enrollment of 340. These students, plus others who had heard about the project and asked to be considered, were then invited to a meeting which introduced them to the rationale and objectives of the course. The facts that they would be starting an actual business, and that they would have ongoing input into the structuring of the course were emphasized. They were then invited to apply for admission to the project by writing a letter which stated why they were interested in being chosen and what talents or skills they had to offer to the class. A few eliminated themselves as candidates because of scheduling conflicts or because they did not feel that they would be comfortable in such a non-traditional class. However, the majority of the students chose to apply.

As the applications were read, the committee looked for reasons to include each student, as opposed to looking for reasons to exclude or to eliminate the student. We felt that it was important to the success of the project to have the group be as heterogeneous as possible. Twenty-seven students from grades nine

through twelve with a wide range of interests and talents and a variety of socio-economic backgrounds were chosen.

TRACK ONE SYNOPSIS:

During the twelve weeks of Track One, the students learned to identify modality styles and to key their communications to those styles. They structured, distributed, collected, tabulated and analyzed two surveys, one in-school and one community survey. The results of the in-school survey became the basis for beginning a school store. The results of the community survey were shared with the Chamber of Commerce and with the community at large via the local newspaper.

An advisory committee chosen from the Chamber of Commerce committee met frequently with the students. This committee also served on panel discussions for the class and had input on the community survey.

Students participated in a panel discussion with students from Custer High School at the Rural School and Community Development Project Meeting held in Rapid City, S.D. on April 19, 1988. They were also involved in the editing of a video documentation of the genesis of this program. This video was sponsored by McREL and Black Hills Special Services Cooperative.

The trimester ended with the students naming their business "THIS" and doing self-evaluation and small group evaluations of their peers. They also set goals for the next phase. The primary goals set were 1) to incorporate, 2) to draft bylaws, and 3) to construct a permanent facility for THIS Store.

ADVANCED CREATIVE WRITING

COURSE DESCRIPTION:

In Advanced Creative Writing students will write, design and edit a chapter-length collection of their work. They will then publish these chapters in anthology form and hand-bind them.

CREDIT:

This course may be taken for 1/3 English composition credit.

COURSE OBJECTIVES AND MINIMUM STANDARDS:

I. Major goals
   A. To write in a variety of styles
   B. To self-publish a book
II. Knowledge or information to be learned
   A. Employment of a variety of writing forms and styles
   B. Fundamentals of book publication

III. Attitudes to be developed
  A. A heightened awareness of an aesthetic world
  B. An attitude of individual responsibility
  C. An attitude of task commitment
  D. A sense of belonging to the writing community
IV. Skills to be taught
  A. Employment of poetic devices the development of an individual writing style
  B. Prose composition
  C. Poetry composition
  D. Editing for publication of writing
  E. Chapter layout
  F. Book binding
  G. Time management
V. Evaluation
  A. Quality of writing, 25%
  B. Production of chapter, 25%
  C. Book publication and binding, 25%
  D. Participation in writing community, 25%
    1. Teacher evaluation, 10%
    2. Peer evaluation, 15%

STUDENT SELECTION:
As Advanced Creative Writing is considered an honors course, students must apply for enrollment. Those students who have attained a "B" average in Creative Writing I, and have a portfolio of their original work are eligible for consideration. The student's effect on group dynamics will also be weighed. Final selection is determined by the instructor.

Advanced Creative Writing Synopsis:
In applying an entrepreneurial approach to this class, the students actively marketed their book Mental Crusades. (In previous years advanced orders were taken from members of the students' families, and this number determined how many copies of the books were published.) This class also supported the program's objectives of building a sense of community between students and between the school and the community. Local community members having expertise in professional writing were invited to be guest speakers in this class and served as guest critics at a Critic's Luncheon at which time the book was made available for purchase.

HISTORIOGRAPHY I

COURSE DESCRIPTION:
Historiography means literally "history writing." During this one-trimester course, students will conduct research into the history of Butte County and the area

surrounding Belle Fourche. The research will be centered on personal interviews of local residents, on old courthouse records, on historic newspaper accounts, and on information from area libraries. Oral interviews will be transcribed into written format. Information will be rewritten into various literary forms.

CREDIT: This course may be taken for 1/3 English credit or 1/3 history elective credit.

COURSE OBJECTIVES AND MINIMUM STANDARDS:

I. Major goals
   A. To develop the students' awareness and appreciation of the Belle Fourche area as a unique part of history
   B. To develop a sense of cultural heritage and pride
   C. To preserve local history in written format
II. Knowledge or information to be learned
   A. Identification of personalities who have played an important role in local history
   B. Knowledge of economic development of area
   C. Knowledge of local history and legends
   D. Recognition of styles of writing
III. Attitudes to be developed
   A. An appreciation of the uniqueness of the Belle Fourche area
   B. A sense of cultural heritage and pride
IV. Skills to be taught
   A. Conducting an interview
   B. Researching methods
   C. Identifying local personalities and their contributions to history
   D. Tracing major events dating from 1850 to present
   E. Tracing economic development of area
   F. Condensing research information into proper format for history, myth, and legend
V. Evaluation
   A. Students will receive a composite 70% in the following:
      1. Interviews
      2. Research
      3. Participant in the writing community
      4. Compositions
   B. Students will be evaluated by their peers

STUDENT SELECTION:
Prerequisites for this course are a passing grade in Basic Grammar and Composition and in Typing I. It is recommended that students also have taken either

Creative Writing or Journalism. Students must agree to take Historiography II the following trimester.

HISTORIOGRAPHY II

COURSE DESCRIPTION:

This course is a continuation of Historiography I. During this trimester, students will do additional research to clarify and extend information. The information will be compiled into book form. This book will be self-published, the students being responsible for all aspects of the work, from the writing, to typesetting, to printing, to marketing. The students will also participate in a story-telling performed for the public.

CREDIT: This course may be taken for 1/3 English credit, or for 1/3 history elective credit.

COURSE OBJECTIVES AND MINIMUM STANDARDS:

I. Major goals
   - A. To develop awareness and appreciation of area's role in state and national history
   - B. To develop sense of cultural pride
   - C. To preserve local historic information in written form

II. Knowledge or information to be learned
   - A. In-depth research into local personalities and events
   - B. Authentication of materials gathered in Historiography I
   - C. Classification of research materials as to history, folk tale, legend, or myth

III. Attitudes to be developed
   - A. An appreciation of the historic relevance of the Belle Fourche area
   - B. A sense of cultural heritage and pride

IV. Skills to be taught
   - A. To verify the authenticity of materials collected
   - B. To compile materials collected into a self published document
   - C. To develop and deliver an oral presentation on area history for the public.

V. Evaluation.
   - A. Students will receive a composite 70% in the following
     1. Interviews
     2. Research
     3. Compositions
     4. Script preparation
     5. Article preparation

6. Participation in writing community
B. Students will do a self-evaluation
C. Students will do a peer evaluation

STUDENT SELECTION:
The students must have completed Historiography I.

HISTORIOGRAPHY I AND II SYNOPSIS:
This two trimester program was underwritten by a grant from the South Dakota Committee on the Humanities. Working with Black Hills State College professors, Dr. David Miller, Kent Meyers and Dr. Stewart Bellman as resource people, the students did primary and secondary research of the Belle Fourche area. As part of this research, they interviewed 53 area residents. The information from the interviews and research was cross-referenced and written as feature stories, interview articles, and historic fiction pieces. These were then self-published in A Look At Belle Fourche. The students also did three oral public presentations of their findings. All of the first printing of A Look At Belle Fourche was sold out. Plans are being made for a second printing.

JOURNALISM

COURSE DESCRIPTION:
This course is designed to provide students with the history of non-fiction composition in a journalistic style and with composition skills necessary to assemble, analyze and disseminate information for the public. Emphasis will be placed on the writing of straight news stories, feature stories and editorials. Necessary interview, copy-reading, copy-writing and layout skills will be used. This class will use desktop publishing.

CREDIT:
This course is taken for 1/3 English composition credit.

COURSE OBJECTIVES AND MINIMUM STANDARDS:

I. Major goal or goals for the course.
   A. Students will conduct interviews to gain information.
   B. Students will analyze information for focus and newsworthiness.
   C. Students will write the news with intent to publish.
II. Ultimate Outcomes.
   A. Knowledge or information to be learned.
      1. Students will recognize and use interview techniques.

2. Students will recognize and use various journalistic writing styles.
3. Students will use modern technology and the knowledge of language mechanics and layout skills to publish their information.

B. Attitudes to be developed.
1. Students will develop an appreciation of newsworthiness.
2. Students will develop self-motivation.
3. Students will develop task commitment.

C. Skills to be taught. (The students will be able to:)
1. Employ interview techniques to gather information about their communities.
2. Employ critical thinking to analyze the information gathered.
3. Employ a variety of journalistic forms to develop his/her own writing style.
4. Develop effective time management.
5. Use desktop publishing software to design and print a layout to display his/her writings for publication.

D. Evaluation.
1. Students will receive a minimum of 70% for completion of all projects in the approved manner at the prescribed time.
2. Any grade above 70% will be determined by the quality of the finished project.

STUDENT SELECTION

Prerequisite for enrolling in this class is a passing grade in Basic Grammar and Composition and Typing I. Students are encouraged to have taken Typing II and Computer Studies I and II.
Students who have previously failed to receive a passing grade in Journalism due to deadline failure or irresponsibility will be enrolled only through a conference and on a space-available basis.

JOURNALISM PHASE I SYNOPSIS:

One of the dilemmas facing public school English teachers has long been how to teach students to write. Recent criticism of education has focused on the fact that large numbers of the population lack the skills necessary for effective written communication. We add grammar classes, vocabulary units, spelling tricks and mandate composition classes. There is, however, no standardized evaluation of student composition other than an objective test of mechanics. Achievement tests do not measure a student's ability to communicate.

It has long been thought that the best way to learn to write is to write in quantity. Our job as English faculty is to wade through paragraph after

paragraph, often spending more time correcting mechanics than thought, and, sadly, often basing a grade on mechanics. We reward correct form, something which every person can achieve either by proofreading, by having his work proofread, or by using computer software to do the proofreading. We fall into the rut of evaluating compositions mainly on the grammar instead of placing the burden for correctness on the students. Our job needs to be the teaching of communication.

As the first step in changing the journalism curriculum to meet the objectives of the entrepreneurial program at Belle Fourche High School, students in the third trimester were expected to interview members of the business community, to analyze the information gained in that interview and to compose a feature story which was factual, interesting and well enough written to be published in the local daily newspaper.

Students were given brief introductions in the techniques of interviewing and compiled a list of questions to serve as a core. They made appointments and spent class time in the community making the interviews. Notes were compiled, tapes transcribed, and rough drafts were made with the insistance that all work submitted was done on the Apple IIe computers using Appleworks. It was requested that each feature have been proofread for errors by two other students before the feature was handed in.

The first drafts lacked focus. Most were merely the answers to the canned list of questions which had been meant to serve as only a guide. The questions that were not answered were the journalistic ones of "Who? What? Why? When? Where? How? and Who says so?" There was little focus and less communication.

Instead of throwing up hands and penning large red F's across the tops of most of the papers, it was necessary to rethink methods. The local Chamber of Commerce had been assured by the principal that the students were great journalists who would provide them with near-professional stories for publication. He expected perfection, so the students must expect perfection. Each student was consulted individually with suggestions for improvements on the stories, guest journalists were invited to speak on specific ways to arrange stories so that they had a clear purpose, and, most importantly, the stories were not given a grade.

The students rewrote the stories. In some cases they arranged for a second interview. The individual conferences were repeated. They rewrote the stories. At this point, the lessons they had learned in typing class and computer studies class began to take on new importance. Analyzing their information became more

important. They started to evaluate their own performance before the red pen. They began to fear that the story would never be good enough for "Grandma to read in the newspaper," as had been suggested. Mostly, they were concerned that the features would never be given a grade.

Ultimately, of course, the stories reached a point where they were publishable. They were correct, focused, generally interesting, and did communicate. The objectives that were met were that the students had developed critical thinking skills, gained a sense of community, developed self-sufficiency, developed skills in oral and written communication, and had exercised their abilities to be tenacious. In print the business feature stories were tangible evidence of what they had achieved.

RESEARCH AND DEVELOPMENT: PHASE II
TRACKS II, III, AND IV

This phase is comprised of Tracks II, III, and IV. These tracks combine to form a year-long program. Phase II will consist of four separate areas of study which will run concurrently throughout the school year. These four main thrusts are

1) community analysis
2) critical thinking skills
3) business planning, development, and management
4) community development.

For the purposes of this project, objectives and goals will be given for each of the above four areas, rather than on a track by track basis.

COMMUNITY ANALYSIS

DESCRIPTION

The purpose of this segment of the curriculum is to heighten the students' awareness and appreciation of their own community through the use of various types of assessment tools. In Phase I, work was begun on this process by designing and administering an in-school as well as a community survey.

Designing these surveys was useful in understanding the process of data collection. However, analysis of the collected data revealed several important deficiencies: 1) more reliable economic data could have been obtained from recognized secondary sources such as the U. S. Census Report; 2) the surveys revealed very little about prevailing community attitudes, values and beliefs; 3) community decision

making patterns were not discovered or utilized. Phase II will address these problems.

OBJECTIVES

I. Major goals
   A. To gain an appreciation of one's local community as a socio-economic system
   B. To identify the micro-communities located within the community at large.
   C. To recognize and apply demographic factors to community study

II. Knowledge or information to be learned
   A. Community demographic makeup
      1. Age/sex ratio
      2. Birth rate/death rate
      3. Community boundaries
      4. Employment statistics
      5. Trade area boundaries
      6. Types of businesses
      7. Types of occupations
   B. Identification of community values
   C. Identification of community attitudes
   D. Identification of community beliefs
   E. Identification of community decision-making processes

III. Skills to be taught
   A. Primary research skills
      1. Interviewing
      2. Surveying
   B. Secondary research skills
      1. Document research--census and vital statistics records
      2. Community records
   C. Identification of key informants
   D. Content analysis of documents and records
   E. Participation observation skills

IV. Teaching materials--see following bibliography

COMMUNITY ASSESSMENT TOOLS

Bamberger, William. "Understanding and Applying Demographic Information and Techniques." Conference Report: Data Applications for Human Resources Planning. Dallas: Criterion, Inc. 1982. (CENSUS INFORMATION AND OTHER SOURCES OF DEMOGRAPHIC INFORMATION)

Butler, Lorna. Western Rural Development Center. "Population Change: Do You Know the Trends in Your Community?" Coping With Growth. WREP 45. Corvallis OR: Oregon State University. September 1980. (CONTAINS A FRAMEWORK FOR ANALYZING POPULATION GROWTH OR DECLINE)

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Burdge, Rabel J. "Needs Assessment Surveys for Decision-Makers." Rural Society in the U.S.: Issues for the 1980's. Eds. Don A. Dillman and Daryl Hobbs. Boulder, CO: Westview Press. 1982. 273-283. (EXPLAINS DIFFERENT TYPES OF COMMUNITY SURVEYS AND APPROACHES FOR ADMINISTERING AND ANALYZING THEM.)

Hobbs, Daryl. "Strategy for Needs Assessment." Theory and Methods. Eds. Donald E. Johnson, et. al. Ames, IA: Iowa State University Press, 1987. 20-34. (LEADS ONE THROUGH THE PROCESS OF FORMULATING A STRATEGY FOR ASSESSING THE NEEDS OF A COMMUNITY BY EXPLAINING KEY QUESTIONS TO KEEP IN MIND.)

Hobbs, Daryl, et. al. Surveying Community Attitudes: A Technical and Procedural Manual for Communities. M108. Columbia, MO: University of Missouri Extension Service, January 1983. (A STEP BY STEP PROCEDURAL MANUAL FOR DESIGNING, ADMINISTERING, AND ANALYZING COMMUNITY SURVEYS.)

Hustedde, Ron, Ron Shaffer, and Glen Pulver. Community Economic Analysis: A How To Manual. Ames, IA: North Central Regional Center for Rural Development. November 1984. (SEE TITLE FOR EXPLANATION OF CONTENT.)

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Ryan, Vern. "Use of Action Research." Needs Assessment: Theory and Methods. Eds. Donald E. Johnson, et. al. Ames, IA: Iowa State University Press, 1987. 171-187. (EXPLAINS SYNCHRONIZED SURVEYS, SELF-ADMINISTERED SURVEYS, AND PARTICIPATORY RESEARCH. DISCUSSES WORKABLE PRE-SURVEY ACTIVITIES, FIELD WORK, POST-SURVEY ACTIVITIES, AND FOLLOW UPS.)

Simon, Jay, et. al. "Potential for Retail Trades in Rural Communities." Community Decision Making. DM 3035. Columbia, MO: University of Missouri Extension Service. 1987. (EXAMINES HOW TO EVALUATE A TOWN'S POTENTIAL FOR RETAIL TRADE. SPECIFICALLY ILLUSTRATES HOW TO MAP OUT THE VARIOUS TRADE AREAS IN A GIVEN COMMUNITY.)

Swanson, Bert E., Richard A. Cohen, and Edith P. Swanson. "The Concern for Small Communities." Chapter 1 in Small Towns and Small Towners: A Framework for Survival And Growth. Beverly Hills: Sage Publications, 1979. (CONTAINS INFORMATION ON THE FOLLOWING TOPICS: UNIQUE AND MARKETABLE CHARACTERISTICS OF SMALL TOWNS; SMALL TOWN NEEDS; FOUR TYPES OF ACTION MODES USED IN COMMUNITY RENEWEL; KEY ELEMENTS NECESSARY FOR COMMUNITY ANALYSIS.)

Voss, Paul R., Stephen Tordella, and David Brown. "Role of Secondary Data." Needs Assessment: Theory and Methods. Ames, IA: Iowa State University Press, 1987. 156-170. (DISCUSSES TYPES OF SECONDARY DATA SUCH AS CENSUS REPORTS, ADMINISTRATIVE RECORDS, AND LOCAL HISTORICAL RECORDS AS WELL AS WAYS THIS DATA CAN BE USED AND HOW TO FIND THE NEEDED DATA.)

Weber, Bruce A., et. al. Western Rural Development Center. "Understanding Your Local Economy: Economic Base Analysis and Local Development Strategies." Community Economics. WRDC 29. Corvallis, OR: Oregon State University. January 1986. (DISCUSSES HOW TO MEASURE, ANALYZE, AND USE A COMMUNITY'S ECONOMIC BASE IN DEVELOPING ECONOMIC STATEGIES.)

Western Rural Development Center. "Community Evaluation for Economic Development." Small Town Strategy. WREP 59. Corvallis, OR: Oregon State University. August 1982. (CONTAINS SAMPLE "COMMUNITY PROFILE" DATA COLLECTING SHEETS AND A SAMPLE "RATE YOUR COMMUNITY" SURVEY FORM.)

Western Rural Development Center. "Socio-economic Indicators for Small Towns." Small Town Strategy. WREP 58. Corvallis OR: Oregon State University. August 1982. (PROVIDES GUIDELINES FOR SETTING UP A LOCAL DATA COLLECTION SYSTEM. IDENTIFIES LOCAL SOURCES OF DATA. CONTAINS A SAMPLE SURVEY.)

Western Rural Development Center. "To Grow or Not to Grow: Questions about Economic Development." Small Town Strategy. WREP 53. Corvallis, OR: Oregon State University. June 1982. (INCLUDES A LIST OF QUESTIONS TO ASK IN IDENTIFYING LOCAL INTERESTS AND RESOURCES, TYPES OF GROWTH, FISCAL EFFECTS, AND ECONOMIC EFFECTS.)

DECISION MAKING

Canham, Ronald. Western Rural Development Center. "Citizen Involvement Strategies in Community Growth Issues." Coping with Growth. WREP 21. Corvallis, OR: Oregon State University. August 1979. (EXPLAINS THE IMPORTANCE OF COMMUNITY INVOLVEMENT AT ALL LEVELS IN THE DECISION-MAKING PROCESS. IDENTIFIES SKILLS THAT PROMOTE MEANINGFUL CITIZEN INVOLVEMENT. ANALYZES THE EFFECTIVENESS OF VARIOUS TYPES OF CITIZEN INVOLVEMENT.)

Christenson, James A. "Community Development." Rural Society in the U.S.: Issues for the 1980's. Eds. Don A. Dillman and Daryl Hobbs. Boulder, CO: Westview Press, 1982. 264-272. (ADDRESSES, IN VERY GENERAL TERMS, THE CONCEPT OF CITIZEN INVOLVEMENT IN THE DECISION-MAKING PROCESS.)

Hahn, Alan. How Are Community Decisions Made: The Decision-Making Process. Information Bulletin 54. Ithaca, NY: Cornell University Cooperative Extension Service, 1973. (OUTLINES NINE NECESSARY STEPS IN EFFECTIVE COMMUNITY DECISION MAKING.)

Hahn, Alan. How Well Are We Represented? Decision Makers and the Rest of the Community. Information Bulletin 55. Ithaca NY: Cornell University Cooperative Extension Service, 1973. (EXPLORES WHETHER THE FORMAL DECISION-MAKERS IN MOST COMMUNITIES TRULY REPRESENT THE REST OF THE CITIZENRY.)

Hahn, Alan. Who Decides? Participants in Community Decision Making. Information Bulletin 53. Ithaca NY: Cornell University Cooperative Extension Service, 1973. (CONTAINS A CHECKLIST FOR STUDYING DECISION MAKING IN ONE'S OWN COMMUNITY: WHO PARTICIPATES? WHY? WHO ARE THE REAL DECISION MAKERS?)

Swanson, Bert E., Richard A. Cohen, and Edith P. Swanson. "Patterns of Influence and Decision-Making in Small Towns." Chapter 5 in Small Towns and Small Towners: A Framework for Survival and Growth. Beverly Hills: Sage Publications, 1979. (CONTAINS INFORMATION ON THE FOLLOWING SUBJECTS: DECISION-MAKING CENTERS, TYPES OF LOCAL GOVERNMENT, TYPES OF CITIZEN PARTICIPATION, PATTERNS OF LEADERSHIP AND INFLUENCE, APPROACHES FOR DETERMINING WHO HAS COMMUNITY INFLUENCE. INCLUDES A CHART FOR DETERMING PATTERNS OF INFLUENCE AND DECISION MAKING.)

CRITICAL THINKING SKILLS

DESCRIPTION

The purpose of this segment of the curriculum is to increase student awareness and use of critical thinking skills. These skills are appropriate to all areas of learning, but are particularly applicable to an entrepreneurial curriculum.

OBJECTIVES

I. Major goals
   A. To recognize modality style
   B. To provide students with a way of monitoring their thinking skills.
   C. To teach methods of processing information

D. To increase students' ability to learn academic content
E. To develop higher order thinking skills

II. Information and skills to be learned
A. Learning to learn skills
1. Attention control
2. Information retrieval
3. Goal setting
B. Content thinking skills
1. Linguistic pattern recognition
2. Information synthesis
3. Component parts analysis
C. Reasoning skills
1. Analogical reasoning
2. Extrapolation
3. Examination of evidence
4. Examination of value
5. Decision making
6. Recognition of non-linguistic patterns
7. Problem solving
8. Invention

III. Teaching materials--see following bibliography

CRITICAL THINKING SKILLS

Bloom, Benjamin S., ed. Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: McKay, 1956.

Bragstad, Bernice Jensen, and Sharyn Mueller Stumpf. A Guidebook for Teaching Study Skills and Motivation. Boston: Allyn and Bacom, 1982.

Costa, Arthur L., ed. Developing Minds: A Resource Book for Teaching Thinking. Alexandria, VA: Association for Supervision and Curriculum Development, 1985.

Devine, Thomas G. Teaching Study Skills: A Guide for Teachers. Boston: Allyn and Bacon, Inc., 1981.

Fitzpatrick, Elaine M. The hm Study Skills Program: Level III. Reston, VA: National Association of Secondary School Principals, 1982.

Harnadek, Anita. Classroom Quickies: Books I, II, and III. Pacific Grove, CA: Midwest Publications Co., 1978.

Marshack, David. The hm Study Skills Program: Level II. Reston, VA: National Association of Secondary School Principals, 1986.

Marzano, Robert J., and Daisy E. Arrendondo. Tactics for Thinking. Aurora, CO: Mid-continent Regional Educational Laboratory, 1986.

Sanoff, Alvin P. "Human Intelligence Isn't What We Think It Is: A conversation with Howard Gardner." U.S. News and World Report. 19 March 1984: 75-78.

Webb, James T., Elizabeth A. Meckstroth, and Stephanie S. Tolan. Guiding the Gifted Child: A Practical Source for Parents and Teachers. Columbus, OH: Ohio Psychology Publications, 1982.

Western Rural Development Center. "Identifying Problems and Establishing Objectives." Small Town Strategy. WREP 55. Corvallis, OR: Oregon State University. June 1982. (INCLUDEDS A GOOD WORKSHEET TO USE WITH STUDENTS IN PROBLEM SOLVING SITUATIONS.)

BUSINESS PLANNING, DEVELOPMENT, AND MANAGEMENT

DESCRIPTION

The purpose of this curriculum segment is to provide students with real life experience in planning and operating an actual business. During Phase I, the students tested an in-school business for a period of one month. They were responsible for all phases of the operation, from ordering, to scheduling, to bookkeeping, to clean-up. In Phase II, the students will form a corporation, draft bylaws, and plan and test market new enterprises.

OBJECTIVES

I. Major goals
   - A. To gain an appreciation of the factors involved in opening and operating a business
   - B. To provide actual experience as a business operator
   - C. To develop an understanding of business planning

II. Information and skills to be learned
   - A. How to develop a business plan
   - B. How to incorporate a business
   - C. How to write bylaws
   - D. How to participate in a business meeting using correct parliamentary procedure
   - E. How to utilize community assessment tools in planning and operating a viable business (See bibliography following "Community Analysis")
   - F. How to develop harmonious interpersonal relationships
   - G. How to capitalize a business venture
   - H. How to manage human resources
   - I. How to analyze the risk factors involved

III. Teaching materials--see following bibliography

Carr, Tom. Belle Fourche Attorney. Presentation to Research and Development Class. May 22, 1988. (PRESENTATION INCLUDED AN EXPLANATION OF THE DIFFERENT TYPES OF CORPORATIONS, THE DIFFERENCE BETWEEN A CORPORATION AND A PARTNERSHIP, AND THE PROCESS OF INCORPORATION.)

Ellason, Carol. The Business Plan for Homebased Business. 2.028. Washington, D.C.: U.S. Small Business Administration, n.d. (A SAMPLE BUSINESS PLAN FOR A SMALL BUSINESS. INCLUDES A STEP-BY-STEP PROCESS FOR WRITING A BUSINESS PLAN.)

Verderber, Rudolph F. Speech for Effective Communication. Orlando: Harcourt Brace Jovanovich, 1988.

COMMUNITY DEVELOPMENT

DESCRIPTION

The purpose of this segment is two-fold: 1) to develop a sense of community among the students and between the students and the community at large; and 2) to complement and promote economic development of the Belle Fourche area.

OBJECTIVES

I. Major goals
   - A. To build a sense of communinity among the students
   - B. To promote a sense of belonging within the community at large
   - C. To make students aware of their attitudes about their peers, their school, their community, and the interrelationships among these
   - D. To develop an appreciation of one's own uniqueness and talents
   - E. To teach students to monitor and control the extent to which they assume responsibility for their own success
   - F. To instill within the students a sense of control over their socio-economic status
   - G. To promote an acceptance of responsibility for the continued economic well-being of the community
   - H. To provide an opportunity for students to interact with adult members of the community

II. Knowledge and skills to be attained
   - A. Oral communication skills on an interpersonal basis

B. Oral communication skills on a public-speaking basis
C. Affirmations as an integral part of interpersonal relationships
D. Different methods of promoting community economic development
E. Knowledge of the economic resources available to a community
F. The ability to effectively participate in community decision making

III. Teaching materials-see following bibliography

DEVELOLPING A SENSE OF COMMUNITY

Coleman, Lyman. Encyclopedia of Serendipity. Littleton, CO: Serendipity House, 1980. (TECHNIQUES FOR BUILDING A SENSE OF COMMUNITY WITH GROUPS.)

Rydberg, Denny. Building Community in Youth Groups Loveland, CO: Thom Schultz Publications, Inc., 1985. (SEE TITLE FOR SUMMARY OF THE TOPIC.)

COMMUNITY ECONOMIC DEVELOPMENT

Braschler, Curtis, John Kuehn, and John Croll. "How to Compute, Evaluate and Use the Community Economic Base." Considerations for Community Decision Making. DM 3005. Columbia, MO: University of Missouri Extension Service. n.d. (EXPLAINS HOW TO COMPUTE THE ECONOMIC BASE FOR AN INDIVIDUAL INDUSTRY)

Harris, Thomas R. Western Rural Development Center. "Commercial Sector Development in Rural Communities: Trade Area Analysis." Hard Times. WREP 90. Corvallis, OR: Oregon State University, September 1985. (EXPLAINS HOW TO CALCULATE TRADE AREA CAPTURE, HOW TO INTERPRET THESE FIGURES, AND DISCUSSES STRATEGIES FOR STRENGTHENING A COMMUNITY'S COMMERCIAL SECTOR.)

Kuehn, John, Curtis Braschler, and John Croll. "Economic Base Multipliers and Community Growth." Considerations for Community Decision Making. DM 3006. Columbia, MO: University of Missouri Extension Service, 1982. (INCLUDES A DISCUSSION OF THE FOLLOWING: BASIC AND NON-BASIC FORCES, MULTIPLIERS FOR BASIC CHANGE, AND IMPORT SUBSTITUTION.)

Lewis, Eugene, et al. Western Rural Development Center. "Economic Multipliers: Can a Rural Community Use them?" Coping with Growth. WREP 24. Corvallis OR: University of Oregon, October 1979. (DEFINES "MULTIPLIER" AND EXPLAINS HOW TO CALCULATE IT. DISCUSSES THE MISUSE OF MULTIPLIERS AND HOW TO EVALUATE MULTIPLIERS.)

Pulver, Glen C. Community Economic Development Strategies. G3366. Madison WI: University of Wisconsin Extension Service, 1986. (DISCUSSES STRUCTURAL CHANGES IN THE ECONOMY, SOURCES OF FUTURE EMPLOYMENT GROWTH, AND COMMUNITY ECONOMIC DEVELOPMENT STRATEGIES)

Radtke, Hans D., et. al. Western Rural Development Center. Health Care for Western Rural Communities: A Workbook Considering Alternatives. WREP 7. Corvallis, OR: Oregon State University. 1982. (FOR A SUMMARY, SEE THE TITLE OF THE ARTICLE.)

Redwood, Anthony. "Job Creation in Nonmetropolitan Communities." The Journal of State Government. 61:1. January/February 1988: 9-15. (DISCUSSES GLOBAL ECONOMIC CHANGES THAT RURAL COMMUNITIES MUST ADAPT TO IF THEY ARE TO CREATE JOBS AND SURVIVE AS COMMUNITIES. MAKES A CASE FOR COMMUNITIES AND STATES INVESTING IN THE FUTURE IF RURAL AREAS ARE TO BE ECONOMICALLY VIABLE.)

Reinhard, Kathryn, and Gene F. Summers. "Changing Patterns for Community Economic Development." Small Town. May/June 1983: 26-28.

Smith, Stephen M. "Diversifying Small Town Economies with Nonmanufacturing Industires." Rural Development Perspectives. 2:1. October 1985: 18-22. (MAKES A SOLID CASE FOR THE SUCCESS OF SERVICE BUSINESSES IN RURAL COMMUNITIES.)

Summers, Gene F. "Rural Community Development." Ann. Rev. Sociology. 12: 347-371. 1986. (DISTINGLUISHES BETWEEN DEVELOPMENT OF AND IN COMMUNITIES. IDENTIFIES FACTORS OF PRODUCTION: LAND, LABOR, AND CAPITAL. [VERY SOCIOLOGICAL--DRY FOR STUDENTS.])

Western Rural Development Center. "Helping Small Town Grow." Small Town Strategy. WREP 52. Corvallis, OR: Oregon State University. June 1982. (DEVELOPS A STRATEGY FOR ATTRACTING COMMUNITIES TO RURAL AREAS AND FOR NURTURING NEW BUSINESSES AND BUSINESSES WHICH ALREADY EXIST.)

Western Rural Development Center. "Marketing the Uniqueness of Small Towns." Small Town Strategy. WREP 57. Corvallis, OR: Oregon State University. June 1982. (EXPLAINS THE PROCESS OF IDENTIFYING AND PROMOTING THE UNIQUE QUALITIES OF AN INDIVIDUAL COMMUNITY.)

THE UNIQUENESS OF RURAL AMERICA

Cook, Annabel Kirschner. Western Rural Development Center. "Population Change in Local Areas." Hard Times. WREP 93. Corvallis, Oregon: Oregon State University, August 1986. (DISCUSSES WHERE TO FIND POPULATION DATA. OUTLINES THE IMPLICATIONS FOR LOCAL COMMUNITIES FROM: MIGRATION, CHANGING AGE STRUCTURE, HOUSEHOLD SIZE, CHANGES IN LIVING ARRANGEMENTS, WOMEN IN THE LABOR FORCE, AND INCOME.)

Cottrell, Fred. "Caliente." A Historical Overview of US Rural Communities. From Technology, Man, and Process. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. (THE STORY OF A COMMUNITY THAT SHOULD HAVE FAILED BUT DIDN'T.)

Dillman, Don A., and Donald M. Beck. "Information Technologies and Rural Devleopment in the 1990's." The Journal of State Government. 61:1. January/February 1988: 29-38. (EXAMINES MASS SOCIETY AS IT MOVES TOWARD THE INFORMATION AGE. ARGUES THAT THE INFORMATION AGE HOLDS GREAT PROMISE FOR RURAL COMMUNITIES.)

Fuguitt, Glenn V. "The City and Country." Rural Sociology 28(3):246-261, September 1963. (EXAMINES THE CHANGING RELATIONSHIP BETWEEN THE TOWN AND COUNTRY THROUGH CHANGES IN TRANSPORTATION, COMMUNICATION, TRADE, INSTITUTIONAL AND SOCIAL RELATIONSHIPS, OCCUPATIONS, AND POPULATION.)

Marans, Robert W., and Don A. Dillman. "Perceptions of Life Quality in Rural America: An Analysis of Survey Data from Four Studies." Research Report Series. University of Michigan: Institute for Social Research, 1980. (EXPLORES THE PERCEPTIONS THAT PEOPLE HAVE OF THE QUALITY OF LIFE IN RURAL AMERICA AS OPPOSED TO THE REALITIES WHICH REALLY EXIST.)

Powers, Ronald C., and Daryl Hobbs. "Changing Relationships Between Farm and Community." Chapter 46 in the Farm and Food System in Transition. East Lansing, MI: Michigan State University Cooperative Extension Service, 1985. (EXPLORES THE CHANGING RELATIONSHIPS BETWEEN FARM AND COMMUNITY AS WE MOVE FROM A MASS SOCIETY TO THE INFORMATION AGE. WHAT ARE THE IMPLICATIONS FOR THE RURAL COMMUNITIES OF THE FUTURE?)

Pulver, Glen C. "The Changing Economic Scene in Rural America." The Journal of State Government. 61:1. January/February, 1988: 3-8. (DEALS WITH SOURCES OF FUTURE ECONOMIC GROWTH AND DEVELOPMENTAL PROSPECTS IN THE RURAL AMERICA OF TOMORROW.)

Smith, Gary W., et al. Western Rural Development Center. "The Aging Population, Retirement Income, and the Local Eocnomy." Community Economics. WRDC 36. Corvallis, Oregon: Oregon State University, July 1987. (DISCUSSES THE IMPLICATIONS OF CHANGING AGE AND INCOME STRUCTURES ON LOCAL ECONOMIES.)

JOURNALISM--PHASE II

As part of the plan for the development of entrepreneurial skills at Belle Fourche High School, the curriculum of Journalism I has begun modification. It is the intent of the program to provide students with marketable writing skills and to reward them with recognition for their achievements. In addition, desktop publishing skills will be introduced and practiced, this being practical in two areas. The immediate benefit is that of the time and effort saved in the editing process. The long-term benefit is the acquiring of a skill which in itself may be marketable in the "Information Age."

How then, should the curriculum be adapted for the next three trimesters of Journalism I? The business features series will be continued. How else can communication through exposure be used? It seems clear that the traditional grading of a project should be avoided until the project is of high enough quality to be on display before the general public. Students are satisfied in general with a mere passing grade. That promotes mediocrity. We would not seek professional service from someone who is happy with a D grade for performance. Second, mechanics have been taught and retaught since grade three. Students should be expected to be accountable for what they have learned. Perennial reteaching fosters laziness. Language mechanics are the tools of communication and a person who cannot remember how to use his tools is generally not rewarded in society.

This year's program in journalism, then, will again focus on the writing of business interviews for the Chamber of Commerce. In addition, personality features will be added, emphasizing community leaders or persons who have been part of the history of Belle Fourche. School board members will be featured and their stories published in The Bronc, the high school yearbook, with bylines to credit and reward authors. A market needs to be found for student writings. The Vermillion High School newspaper adviser has several students who do free lance writing for the Plain Talk, an advertising publication of that area. Keeping with the objectives of critical thinking, self-sufficiency, and tenacity, the finding of sources will be an on-going class project. Students whose writings are published will be rewarded both by a grade and by monetary compensation from a place other than the school.

Belle Fourche High School may become a breeding ground for free lance journalists. It will at the very least become a place where students develop written communication skills whether it be for profit or simply to avoid public humiliation. It will be a place where

students will learn to recognize the value of language tools and the devices in the form of desktop publishing hardware and software that are available to make communication skills desirable and marketable.

The following procedures and references are ways to proceed with the program.

Goal--Through the study of interview techniques, feature story organization and the analysis of what is newsworthy, students will gain skill in listening, note taking, critical thinking and communicating.

Procedure--

Readings--

Adams, Julian, and Kenneth Stratton. chapters 5, 6, and 11 in Press Time. Englewood Cliff, NJ: Prentice Hall, Inc., 1985.

Ferguson, Donald L., and Jim Patten. chapters 2,4, and 8 in Journalism for Today. Skokie, IL: National Textbook Company., 1972.

Moyes, Norman B., chapters 8, 9 and 10 in Journalism. Lexinton, MA: Ginn and Company, 1986.

Class Activities--

1. Interviewing and note-taking role playing--

Two class members will stage an interview in class while other class members observe and take notes. Each class member will write a story lead for the interview. Leads will be read aloud and class discussion should result dealing with focus, bias, misunderstanding, and the importance of conciseness in notetaking.

2. Interviewing and note taking--

Selected students from the class will interview a guest speaker from the community. All class members will take notes on the interview and write individual stories based on the notes. The stories will be shared. The expected result should be that several different areas of focus will emerge for observation and discussion.

3. Out-of-class interviewing--

Students will select or be assigned a person, event, business or process and arrange to interview one or more of the persons involved. They will do background research as necessary, prepare a list of appropriate questions, and make appointments to interview. They will, if interviewing during class time, fill out a Permission to Pursue an Out-of-Class Project form. They will rewrite and compile their notes on the evening of the interview and those notes will be due at class time the following day. Oral discussion of the interview and evaluation of the focus of the story will take place at the teacher's earliest convenience. Stories will be written, the first draft being due no later than three days after the interview.

Stories will be submitted using the Copy Preparation quideline for the Appleworks. Students are responsible for reserving time on the school computers.

Students will provide copies of their first draft stories to three other classmates for evaluation and discussion. The stories will be rewritten at that point. The instructor will be available by appointment for discussion of the stories. Final drafts will be due no later than five class days after the first drafts were written.

4. Desktop Publishing

As access to the one mouse-driven computer in the building is limited, desktop publishing will be taught by lecture, overhead projector, handouts, and the educationally innovative MBWA and PATH methods of instruction.

The software that we have available is Timework's Publish-It. We have access to only dot-matrix printers. Should the occasion arise that we need camera-ready copy, we will resort to the Technology in Education (TIE) office in Rapid City where there is a Laser Writer. Using the Laser Writer will require a $40 piece of software. That will bring to just over $100 the cost of the software that, according to the September, 1988 edition of A+ magazine, "comes closest" to being easy to use for professional desktop publishing of several of the first generation Apple DTP products. The other Apple IIe (our school's only computer) DTP software that is available is Softsync, Inc.'s Personal Newsletter and Springboard's Publisher. DataPak's GraphicWriter is usable for the IIGS and at present not practical at BFHS.

Students will be responsible for printing their stories using Publish-It!. Again, computer-time reservation is the responsibility of the student.

Preparation of Copy

1. Type all copy on the Apple IIe. Use Appleworks.

2. Be sure to use these printer options.

   ci--10

   lm--1.5

   rm--1.5

   li--8

   tm--2

   bm--1

   ts (You may put ss before the heading and ts after it.)

3. Use a heading in the upper left-hand corner of the first page.

   Slugline--page number three times
   Reporter's name
   Number of words assigned--actual words.
   (See heading, top of this page.)

4. Skip two lines (will equal six with the ts command) after the heading before beginning story.

5. Paragraph indentation is five spaces.

6. Proofread your story carefully.

7. Make revisions on the screen before printing the story.

-more-

8. Print the story and have it proofread by two other members of the class before final revisions and reprinting.

9. Hand in both the rough draft and the finished copy.

10. Revise after the corrections using the following printer options:

cl--10

ll--8

tm--.5

bm--.5

lm--2

rm--1

ds

11. Save to disk after omitting the slugline and "--more--" and "--30--". Print final copy.

DESKTOP PUBLISHING NOTES

Don't space twice after a period at the end of a sentence.

Use tabs for indentations.

Proofread!

-30-

References

Adams, Julian, and Kenneth Stratton. Press Time. Englewood Cliff, NJ: Prentice--Hall Inc., 1985.

Davis, Tad. "Idea Processors." A+ Nov. 1987: 74-78.

Ferguson, Donald L., and Jim Patten. Journalism for Today. Skokie, Ill: National Textbook Co., 1972.

Fischer, Michael. "The Typewriter Connection." A+ Sept. 1988: 28-30.

Gutman, Dan. "How to Make Money with Your Apple II." A+ Nov. 1987: 26+.

McGarvey, Jack. "Finding Faults--Using the Find Function to Improve Your Writing." A+ July 1987: 46-47.

Moyes, Norman B., Journalism. Lexington, MA: Ginn and Company, 1986.

Rubin, Charles. "Multicolumn Formatting." A+ July 1987: 75-79.

Schwartz, Roberta, and Michael Callery. "Looking Good on the Apple II." A+ Sept. 1988: 26+.

Sluyter, Dean. "Perfecting 'Word Perfect.'" A+ Ap. 1988: 51-56.

Thornburg, David D. "Graphic Writer." A+ Aug. 1987: 57+.

Thornburg, David D. "Improving Student's Writing by Disseminating Their Work." A+ Sept. 1988: 57-58.

Trager, Robert, Print Media. New York: Harcourt Brace Jovanovich, Inc., 1974.

ADDITIONAL READINGS

THE SCHOOL'S ROLE IN COMMUNITY DEVELOPMENT

Hobbs, Daryl. "The Rural Community: From Catalogs to Commuters." (From a paper presented at the Rural and Small School Conference, Rural Development Center, Tifton, Georgia, 1982) OSEDA 57. Columbia MO: University of Missouri. July 1983. (INCLUDES A DISCUSSION OF THE SCHOOL'S ROLE IN DEVELOPING A SENSE OF COMMUNITY, THE COMMUNITY AS AN EDUCATIONAL FOCUS, AND THE USE OF STUDENTS AND COMMUNITY AS EDUCATIONAL RESOURCES.)

Marshall, Ray. "New Skills for the Changing Economy." Technology, the Economy and Vocational Education. Ed. Stuart Rosenfeld. Research Triangle Park, NC: Southern Growth Policies Board, 1986. 18-25. (EDUCATION IN THE INFORMATION AGE.)

Redesigning Rural Education: Ideas for Action. Kansas City, MO: Mid-continent Regional Educational Laboratory, n.d.

Tucker, Marc. "Facing an International Economy: The Need for Structural Change in Education." Technology, the Economy, and Vocational Education. Ed. Stuart Rosenfeld. Research Triangle Park, NC: Southern Growth Policy Board, 1986. 35-38. (A DISCUSSION OF HOW SCHOOLS MUST ADAPT IF THEIR STUDENTS ARE TO BE ABLE TO COMPETE IN THE INTERNATIONAL ECONOMY OF TOMORROW.)

Day/Date _____

MEETING EVALUATION FOR PARTICIPANT OR OBSERVER

Instructions: Think about the meeting you have just attended in light of the items below. Check the statements that most accurately describe your observations. Where there is more than one answer, circle your response.

1. Direction
____a. Comments slid from point to point; people didn't seem to really care about what was happening.
____b. Harmonious discussion among agreeable people focused on the meeting goals.
____c. One person, or several, took over and controlled the topics and the flow of discusssion. (Controlled direction)
____d. The leader stepped in to try to keep the session organized, focused, and on time.
____e. There was a lively exchange of views with each person regulating personal contributions. Goals were group-selected and achieved.

2. Decision-making process
____a. Remarks were not picked up. Solo conversations happened.
____b. After support of a thought by one or two, a course of action developed.
____c. Bulldozing by one or a few occurred.
____d. Compromise was the key to reaching decisions.
____e. Decisions were based on complete understanding and agreement.
____f. I was comfortable/uncomfortable with how decisions were made.
____g. Although different ideas and opinions were expressed, reasonably acceptable positions were reached; people moved from their position to make group progress possible.

3. Expressing ideas
____a. Ideas and opinions were expressed with little conviction/with commitment.
____b. Polite give-and-take resulted in a friendly session. The climate was good.
____c. Discussions were on a "win you own point" basis; people held tight to personal points of view.
____d. Ideas and convictions were expressed frankly and honestly; differences were worked through to genuine mutual understanding.

4. Atmosphere--The overall tone of the meeting was
____a. going through the paces, flat, lifeless;
____b. easygoing and pleasant;
____c. win-lose competitiveness--critical and tense;
____d. interesting and satisfying--open and warm;
____e. penetrating and rewarding--challenging, caring, productive.

5. Evaluation

____a. Little or no attention was given to discussing group action.

____b. Compliments were given, but faults not examined.

____c. Fault-finding and unconstructive criticism was evident.

____d. Suggestions were offered of how to do things differently or better.

____e. A real effort to evaluate the group while it was working, both for improving action and for learning was made.

____f. The meeting was 1. productive, 2. fulfilling, 3. quality, 4. a good use of time, 5. a waste.

RESEARCH AND DEVELOPMENT

Name_____ Year in school _____

1. List the five most important things that you learned from this class.

2. What effect has this course had on your attitudes and beliefs?

3. What assignments/projects did you gain the "most" from and WHY?

4. What assignments/projects did you gain the "least" from and WHY?

5. What specifice suggestions would you make for improving this class for next year or if this class were to start from scratch all over again?

6. List the five students you feel have contributed the most to this class. Name those who have actually worked above and beyond the average student, not those who were merely "popular." Do not list your own name.

1._____
2._____
3._____
4._____
5._____

7. List the three students you feel have made the most growth or progress during this class. Do not list your own name.

1._____
2._____
3._____

8. List all students you feel have NOT carried their weight in this class and explain WHY you feel this way for each student you listed. Give <u>specific</u> reasons.

9. Evaluate your own progress and contributions made to this class. Give yourself a grade (percentage) and explain WHY you should receive the grade you choose to give yourself.

Personal and Peer Performance rating

Instructions: Prepare this form for yourself and the five names below yours on the roster.

Name_____Date_____

Personal Traits	Needs Help	-	OK	-	Great
Is cooperative	-	-	-	-	-
Shows initiatve	-	-	-	-	-
Interacts with others	-	-	-	-	-
Is organized	-	-	-	-	-
Produces quality work	-	-	-	-	-
Shows interest in others	-	-	-	-	-
Is motivated	-	-	-	-	-
Is flexible	-	-	-	-	-
Is dependable	-	-	-	-	-
Understands others needs	-	-	-	-	-
Demonstrates leadership	-	-	-	-	-
Is energetic	-	-	-	-	-
Plans time/events/steps	-	-	-	-	-
Shows stamina	-	-	-	-	-
Communicates effectively	-	-	-	-	-
Expresses true feelings	-	-	-	-	-
Knows the job	-	-	-	-	-
Is spontaneous	-	-	-	-	-
Is creative	-	-	-	-	-
Is prompt/committed	-	-	-	-	-
Has self-confidence	-	-	-	-	-
Does fair share	-	-	-	-	-
Is goal motivated	-	-	-	-	-

General Comments:

How do we measure these characteristics?

Evaluator_____

RESEARCH AND DEVELOPMENT

Final Evaluation

Name_____

Peer Evaluation (1/4 of final grade)

Large group review _____>

Committee Review _____> _____ (1/4)

Self-evaluation (1/4 of final grade) _____ (1/4)

Faculty Evaluation (1/2 final grade)

Instructor A _____>

Instructor B _____> _____ (1/2)

FINAL GRADE _____

AFTERWORD

THIS, Ltd.
Belle Fourche, SD

By Lynette Ruzicka

The Research and Development class has been divided into six groups. The groups consist of a Business and finance group, a radio show committee, a parliamentary procefure and thinking skills group, a public relations group, a community analysis group, and a long range business planning group. The students rotate responsibilities every two weeks.

Group A, the business and finance committee, focuses mainly on running the store. They handle the bank deposits and ordering everything from Coke to donuts, and they also handle scheduling. They are the main managers of the business.

Group B, the radio show committee has the responsibility for completing two radio shows each week. The shows are aired on Tuesday and Thursday mornings. This group has the responsibility and freedom of designing the format, selecting material, and conducting interviews. They also are responsible for all editing. Programs have included teacher interviews and weekly events calendars.

Group C, the parliamentary procedure and thinking skills group, learn the fundamentals of conducting business meetings. They also work on problem solving exercises which are designed to develop reasoning and analysis skills.

Group D, the public relations committee, handle all communications with the public. This group designed and marketed tickets for the dinner theater. They also were in charge of the publicity for that event. Another of their duties involves writing news releases such as this.

Group F, the long range planning committee, has organized the dinner theater from floor plans to catering and work schedules. THIS, Limited catered the meals for the two evening productions. This group has the responsibility of engineering all future projects of the class.